

HS I & Language Arts

Week I



Resources	Day 1	Day 2	Day 3	Day 4	Day 5
LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY					
ANCIENT WORLD: <i>Mara, Daughter of the Nile</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8	
MIDDLE AGES: <i>A Life of Paul</i>	Chapters 1-3	Chapters 4-6	Chapters 7-9	Chapters 10-12	
DISCUSSION ACTIVITIES					
<i>Literature Evaluation</i>				DISCUSSION: See topic below related to your literature set.	
Caught 'Ya Daily Grammar Worksheets <i>See helps or directions below.</i>	DISCUSSION: Talk over with a parent how the "Caught 'Ya" system works.	Complete Daily Grammar Worksheet 1	Complete Daily Grammar Worksheet 2		
<i>Intriguing Word Choices</i>		DISCUSSION: Discuss Word Skills Worksheet 1			
INDEPENDENT STUDY					
OPTIONAL: <i>Wordly Wise 3000 Book 6</i>	Study Words for Lesson 1	Complete 1A	Complete 1B	Complete 1C	
<i>Writing Notebook</i>	Start a Writing Skills Notebook	Complete Your Writing Skills Notebook			
<i>Spelling List</i>		Start Diagnostic Test	Finish Diagnostic Test	Mark a copy of missed words to draw from this year. Need at least 120 words.	
Write Good Fiction: <i>Description and Setting</i> <i>See notes below.</i>	Read Chapter 1		Summarize the main topics or author's ideas for writing in your Writing Notebook	Complete Exercise 1 - p. 15 using Descriptive Writing Worksheet 1	
<i>Intriguing Word Choices</i>			Complete the Assignment on Word Skills Worksheet 1		

Notes

Literature Evaluation

Each week, you are encouraged to "check in" with your student on a topic of feedback listed for them to discuss/share with you. This is another face-to-face opportunity to talk over some of the important issues brought up in the literature they are reading, or evaluate literary devices or skills. This week:
ANCIENT: Describe Mara from "Mara, Daughter of the Nile."
MIDDLE AGES: Discuss the character, mindset, and priorities of Paul prior to his Damascus Road encounter.

Caught 'Ya & Spelling List Information -

See "Using the 'Caught 'Ya' Book" and spelling information in the introduction of this guide.

Writing Notebook - You will see the instructions for creating a writing notebook in the front of this guide. You will add to your Writing Notebook from a variety of sources. Each week, you will add vocabulary words and definitions to the "Word Book" pages. You will also add information gleaned from "Description and Setting" and any writing worksheets you complete. In short, this will become a resource that is used for a variety of purposes throughout the year. You'll find more information across the column. ⇨

INTRIGUING WORD CHOICES

Discussions

Some weeks this year there will be one or more scheduled discussions for parents and students to talk through writing concepts. This is a chance to make sure your student is "getting" the concepts presented.

Create a Writing Notebook

Start a writing notebook in a nice (perhaps even decorative) binder. **Follow the instructions as given in the front of your instructor's guide.** Part of the notebook is a word book is a great tool for building vocabulary, usage, and spelling skills. If your student has not already started "accumulating" words and their definitions, now is the time.

The student should use this notebook all year long to copy key concepts into, and to use as a brainstorm center to show his rough draft work throughout the year. Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline, which can serve as a "scrapbook" of their homeschool work.